

THE TEACHING ANALYSIS OF READING COMPREHENSION: A CASE OF THE EIGHT GRADE STUDENTS OF SMP PGRI 01 SEMARANG

by

Yuli Anita, Dias Andris S

Abstract

The objectives of the study are 1) To know the teaching on reading comprehension at the eight grade of SMP PGRI 01 Semarang in academic year 2016/2017, 2) To know the problems faced by the teacher in teaching learning process of reading comprehension, and 3) To know the solutions of the problem faced in teaching learning process. This research uses qualitative method. The subject of this research was three teachers of class VIII A, VIII F, and VIII G. The instruments used in this research were observation sheet and interview, so the data use was collected through observation and interview. The result of the research showed that 1) the first teacher was first participant implementing reading stage in teaching and learning process. In first participant teaching, the researcher found the problem, it was the difficulty in implementing teaching reading. The solution first participant was make strategy to make student fun. 2) the second teacher was second participant. There was only one interaction, that was the teacher explained the materials then the students kept silent, or the students read something then the teachers listened to them. 3) the third teacher was third participant. The problem it was boredom, and the solution was making question and answer for them. Teachers concluded that reading comprehension is very effective but it can not to be the key in teaching and learning process. From the data which is obtained from documentation and observation in teaching English, the objectives of English teaching can be viewed from kinds of strategy and technique in teaching and learning process. Suggestion are 1) for teachers, it is better for them to use Team Games Tournament to teach the students in reading comprehension, 2) for students have to study harder and try to read English more and more, and 3) for the reader to be able to get more information and experiences in the purpose of developing and improving their knowledge, especially in reading comprehension.

Key word: *reading comprehension, teaching*

Introduction

Technology Development brings some impacts toward all aspects of life. Along with the growth of all kind of needs and demands of life, burden of school as one of places where the students get good education will be higher and more complex. School is not only demanded to develop students' intention and will, building moral, and attitude, so that the students are able to master many kinds of

skills needed. Teachers have an important role in the implementation of quality teaching. The successful or the unsuccessful teaching and learning process can be seen from the techniques that are used by the teachers by the selecting the right techniques of teaching and learning process would run well, and it happens at any school. According to Robert (2004:2), teaching as that which leads to

improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students. Focussed more directly on the relations between students' motivation, language achievement and teacher's didactic used in the EFL class. The learning process will be more effective if teachers are conditioned so that each student actively involved and there is a dynamic relationship and mutual support between students and one with other students. Teaching English in Junior High School is needed by the students although in elementary school they have learnt English.

By teaching English, the students can learn more about oral and written language to communicate. In fact, in teaching and learning process sometimes the students feel confuse and do not understand with teacher say because in teaching English teachers must use English when explain the materials. Consequently, the students do not keep attention to the lesson because they feel English is difficult

to understand. Thus, the teachers have to improve teaching strategy to help the students to understand the material easily and attract students to pay attention for teacher's explanation. Muqowin (2007:35), there are some learning in the classroom that students can use to make students active in the collective, for example: team learning strategies listener, a strategy guided notes (guided note-taking), guided learning strategies, active debate (active debate), the strategy points-counterpoint, the strategy of both the power (the power of two), and questions the group (team quiz).

From the several types of strategy groups, the researcher focuses on teaching especially in reading comprehension. Good quality teaching will likely involve a combination of these attributes manifested at different times; the very best teachers are those that demonstrate all of these features. Based on the fact above, it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials to the students. The reading programs may be useless if it is not done properly. Teachers should select reading materials that are relevant to the students' needs and interests. Teacher should also select methods that are fun for the students, because selecting the wrong

method will hinder the achievement of

In doing the research, there are some problems of the research that will be focused; they are as follows:

1. How is teaching on reading comprehension at the eight grade of SMP PGRI 01 Semarang in Academic Year 2016/2017?

Related Theories

English Teaching

At this stage, as a teacher we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. In this case, teacher will make choices about what he/she will have students do in order to learn the course content and practice it for reach the goals. It is the duty of the teacher to consider about the teaching then apply it in the classroom based on the appropriateness of the teaching. Kindsvatter (2006:168) asserted that teaching is an instructional major component which is a sequential combination of methods designed to accomplish the learning objectives. Majid (2013:7) stated that teaching is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in

learning objectives.

2. What are the problems faced by the teacher in teaching learning process of reading comprehension?
3. What are the solutions of the problem faced in teaching learning process of reading comprehension?

order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory. While Wilson (2012:8) in Majid book convinced that teaching is a plan, method, or series of activities designed to achieve a particular educational goal.

Teaching and knowledge in order of how strong the evidence is in showing that focusing on them can improve student outcomes. This should be seen as offering a 'starter kit' for thinking about effective pedagogy. Good quality teaching will likely involve a combination of these attributes manifested at different times; the very best teachers are those that demonstrate all of these features

Teaching Reading

Tampubolon (2001:50), reading is one of the four basic language skills. It is a part or component of written

communication, symbols sounds of language is converted into written symbols or letters. Reading is essentially a complex that involves many things. It is not only recite the text, but also involves a visual activity, thinking, psycholinguistics, and metacognitive. As a visual process of reading is a process of translating written symbols to spoken words. As a process of thinking, reading includes the introduction of activities word, literal comprehension, interpretation, critical reading, and creative insight. In modern society, reading is a part that cannot be excluded because without this ability of our world will be closed and limited only to surrounding environment. Reading is about understanding written text. It is complex activity that involves both perception and thought. Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself question. This should be taken into consideration when devising reading comprehension exercise. It is possible, for instance, to develop the students' powers of inference through systematical practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

Reading is a complex cognitive process of decoding symbols for the

intention of constructing or deriving meaning. According to Whorter (2005:18), reading involves more than moving your eyes across lines of print, more than recognizing words, and more than reading sentences. Reading is one of four language skills that has important role for the students. One's academic success has a strong correlation with reading. One who has a good achievement in classroom usually like to reading. That is the reason why the reading ability should be built as early as possible. In reading, learners are actively responsible for making sense and catch the ideas of the texts. Reading has different way in interaction with the readers because the writer is not available. That interaction will see in getting all the information from the writer.

Research Method

This research is categorized as qualitative research. It means that the research does not use statistical formula for analyzing the data. In this research the researcher uses a descriptive qualitative technique. The researcher used qualitative research because she presented qualitative data. The data was not presented in number, but it described in form words or pictures. According to Dornyei (2007:24), qualitative research involves data collection procedures that result primarily

in open-ended, non-numerical data which is analyzed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analyzed by qualitative content analysis.

As stated by Cresswell (2003:182) “qualitative research is fundamentally of the data, this means the researcher makes an interpretation on the data. This includes developing a description of individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically.”

In this qualitative research the subject of the study can be various. Subject of this study can be individual or group that is intended to be studied. Nevertheless, this research is conducted to describe and analyze the teacher’s strategy in teaching reading comprehension. Therefore, the subject of the research was three teachers of SMP PGRI 01 Semarang. In this research, the researcher used a data collector or an observer. The researcher observed all activities in the classroom because the research focuses to observe in all teaching and learning activities. The researcher came to all English teaching and learning process in SMP PGRI 01 Semarang. Then the researcher made a view of the process that has been observed.

After that, the researcher prepared an interview to support researcher’s point of view about an analysis teacher’s strategy in teaching reading comprehension: the eight grade SMP PGRI 01 Semarang in academic year 2016/2017. After matching the data, the researcher concluded the observation that has been done.

This is a qualitative research and SMP PGRI 01 Semarang to be the object of this research. In this research, the researcher analyzed the teacher’s strategy in teaching reading comprehension. This school serves as an object of the study with so many considerations: SMP PGRI 01 Semarang supported by the presence of good English teachers, so this research gave more benefits toward all people who are involved, because it has good human resources to be observed. To get the data needed, the researcher uses three instruments of research, namely participatory observation, interview and documentation. The data gathering of this research took place in SMP PGRI 01 Semarang. The data itself be collected by the following data collection methods: observation, interview, and documentation.

In analyzing the data the researcher has some steps that suitable to use. Then the researcher research anything. She gets from the analysis. After analyzing the texts, the

researcher really finds any reading comprehension which used, that will automatically answer the statements of the problems. The researcher did interview in three teachers and the researcher got the result based on this interview. The result about

Discussion

According to Ortlieb (2009:141), reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. In this step, the researcher will continue in this discussion, it is to support research finding before. This part will consist of supporting research finding.

a. First Participant

Based on observation result is first participant, the researcher got conclusion the system implemented by some teachers did not have two interaction, such as the students were asking their teachers about something, or the teachers asked the students to do something, meanwhile in the steps of reading comprehension, we have observing that would indirectly force the students to give their respond toward the stimulus given by their teachers and also some questioned statement that should be questioned

teacher's perception and implementation reading comprehension. Miles and Huberman(1994) suggest that qualitative data analysis consists of three procedures: Data reduction, Data display, and Conclusion drawing

by the students to their teacher. Beside that in interview result.

First participant English teacher class VIII A in English class at SMP PGRI 01 Semarang, teacher applied reading comprehension in teaching learning process. The teacher was applied it for old teaching and learning process. But there are several mistakes when observation the reading comprehension in teaching learning process made by teacher that she forgot to apply in teaching those are teacher were not present the real object when explaining the materials about recount text, teacher were not guide the students to perform their experiment and teachers were not giving feedback and appraisal for students writing recount text. Teaching is process of communicating a subject or lesson. The teaching problem is actual problem that is always follow by any teacher. The main factor that influence the student achievement is the way of the teacher to teach the

subject or lesson to their students. In reading, to comprehend the text the readers should be able to manage every part of the text because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of reading comprehension and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, reading comprehension itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about reading comprehension and it is very important to understand about reading comprehension in order to get good comprehension in reading. The objectives of English teaching can be viewed from kinds of strategy and technique in teaching and learning process. The objectives can be divided into two objectives are namely: a) General objectives and b) Specific objectives which is appropriate with strategy. In teaching learning process of English the teacher used the same

procedures. In the procedures of teaching learning process, the teacher and students do some activities.

- b. Based on second participant in observing in class VIII F, the researcher got the result that there was no step of reading comprehension implemented by these teachers. The activities done by them were the same as the activities that should be done in the former strategy in teaching learning process, while in this current curriculum especially in reading comprehension the teachers should only act as a facilitator, means the students should be more active than the teacher. The teachers only opened the class by asking their condition and confirmed the students' understanding about the former materials learnt by them. Even in the end of the lesson, the step that should be the turn of the students to present and to give their conclusion related to the materials did not also applied by the teachers. They just closed the lesson by giving them a homework that should be finished in the next meeting that would of course went too far away from the steps of reading comprehension. The next step was interview, second participant said that Basically the research of believe or perception related to the

implementation of reading comprehension has been explored by some researchers since the first time government announced the use of 2013 curriculum. The use of reading comprehension will be an interesting idea to be discussed, in the very first time, the researcher research it to know the readiness of the teachers in facing that comprehension. Although it has ever been explored, but it is also important to know the development of the use of this comprehension in the second year of its implementation, whether the fear of the teachers have decreased or not yet decreased, it can also be seen from the way teachers implement reading comprehension in the classroom.

- c. Based on the observation was done in third participant teaching and learning process in class VIII G, it can be concluded from three English teachers in SMP PGRI 01 Semarang, were using traditional view of the teaching system. Those teachers started the classes by asking what had been learnt by them in the previous meeting. Beside that, the teaching and learning process done by second participant quite boring there was only a little joke that was out of the materials, such as calling the cool name of the

students and also talking about the teachers' experience in something that was out of the topic of discussion. Not only the teaching system that was quite boring, but also the teachers did not follow or used the steps in reading comprehension, the teachers directly asked the students to open the students' worksheet and directly asked them to read and second participant concluded in interview that the different thing between this comprehension and other strategy that research focused on the development and understanding of the teachers in that implementation, so at the end, we can conclude whether the teachers have had better understanding about the reading comprehension or not. The information about the teachers' view or perception is really important to be researched, because the view or perception will also influence the way teachers view the policy and may act to implement it, if the teachers have wrong perception of the reading comprehension. It is sure that teacher will never implement this strategy correctly, but if they have right understanding, it is sure that the teachers will be able to conduct it correctly.

2. The Problems Faced by the Teacher and Students in Teaching Learning

Process of Reading Comprehension

- a. First participant concluded that the lack of effort in order to implement the steps of the method from observation until the communication because teachers were probably not familiar with this method. Teacher were still using conventional methods such as lectures, gave student worksheet to their students. In teaching and learning process the big problem was asleep. It caused student dislike English, time in teaching and learning process was not effective. The teaching and learning process were held in the afternoon because the school was limited in room, so it was not effective. The differences between reading comprehension and other strategy were in teaching learning process. The teacher who has understood implementing reading comprehension absolutely would implement the step in teaching learning. By implementing reading comprehension, the teacher was more discipline in making students enjoy and

interested in teaching and learning process.

- b. Second participant in the resulting of interview concluded that reading comprehension did not influence toward student's ability because the main point to improve student's ability is a teacher. Most of teachers have gotten training about implementing and strategy in teaching and learning process. To make student interested and enjoy English, the teacher should creative and has strategy to make them enjoyed. The problem in observing, the student just passived in order they feel so noisy. There were some students did not understand the teacher's explain.
- c. Third participant in observation and interview that done by the researcher support to know how far the reading comprehension. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability. to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in

making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

3. The Solutions of the Problem Faced in Teaching Learning Process of Reading Comprehension

a. First participant

First participant gave drilling how to read the text. In this stage, the teacher gave some stories and student have to copy and read during the teaching learning process in class or outside the class. This stage would make student improved in memorizing. Drilling vocabulary was second way to make student's understand English and enjoy in reading comprehension. The teacher asked the student to memorized minimum 25 vocabulary each meeting. Drilling question and answer before giving the topic. This way, the student were taught to be active because the teacher had some questions to persuade students in reading comprehension. First participant concluded that the constraint to successful implementation

reading comprehension in English Language Teaching at the targeted

junior high school level were found to root in the teachers as the implementer and its implementation. The teachers's strategy especially reading comprehension was found as the main source of inner constraint when the teachers had a fixed and true mindset. The pessimistic views toward the implementation reading comprehension occurred as the result of the teachers' lack of knowledge, because the teachers assumed that it would never give any significant differences compared to the former strategy or personal benefits or profits to the teachers. Based on the problem, the researcher gave solution for first participant. The first participant had to use power point in teaching learning process. It made student enthusiastic and interested because by power point, absolutely there was picture that made student fun. The first way to make student understand English was fun. After student were fun they had feeling to know what this topic and they wanted to read the text.

b. Second participant

The point of solution by second participant was

implementing pedagogical during teaching learning process. The teacher should active and inovated to give interest teaching learning process. In this way, the teacher have to creative and had good idea to make teaching and learning proces to be fun. Second participant in implementing by some teachers did not have two interaction, such as the students were asking their teachers about something, or the teachers asked the students to do something, meanwhile in the steps of reading comprehension, we have observing that would indirectly force the students to give their respond toward the stimulus given by their teachers and also some questioned statement that should be questioned by the students to their teacher. Teaching is process of communicating a subject or a lesson. The teaching problem is actual problem that is always follow by any teacher. The main factor that influence the student achievement is the way of the teacher to teach the subject or lesson to their students. When you read for pleasure, you will probably read it quicker and not really think

about the story or what the author is trying to reveal to you. Sometimes if you tired and want to settle down with a good book, you may just want to read for you own enjoyment. Based on the problem, the researcher gave solutions. That were the teacher used media in order to improve student's vocabulary. By using the media, the students will be interested and understand what they saw. The best media applied was season's picture and each picture should have vocabulary.

c. Third participant

Based on the third participant solution, there were some solutions. Giving helpness for student in understanding text. The teacher have to expalin each paragraph for student clearly. Drilling in understanding paragraph was by memorizing vocabulary one by one. The teacher gave some notes about vocabularies. By the notes from the teacher, the student would understand and remember the word to be sentences. The third participant concluded that one of the English teachers who did not follow the reading comprehension

and could be conclude as a quite bad system of teaching, there were still three good teachers who always considered every reading comprehension. Teacher's efforts to provide enough space for the innovation, creativity, and independence of the students was not maximal yet. Again, it related to the provided method in the lesson plan as explained before. Besides, it cannot be separated from the teacher's role as an ideal facilitator. The role is also not easy

because the teacher had some difficulties in providing the right portion to the students' needs of each class.

Based on problem, the researcher gave the solutions. That were dialogue in routinity. The students had to ask if they did not understand. Teacher gave question in each topic and gave them a comedy story in order to make student laugh.

Conclusions

Not all English teachers in SMP PGRI 01 Semarang have good understanding of how to implement reading comprehension. Some of them still have some problems with their understanding. It is caused by some reasons, such as: (1) The teachers do not want to get out of their comfort zone, some of them are

thinking that the most important part of teaching is how to make the students understand the materials; (2) They cannot move on from their old views of teaching English in the classroom; (3) Last but not least, because the training done by the authoritative government is not sufficient to make them mastering reading comprehension.

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